

# KATM Bulletin

Kansas Association of Teachers of Mathematics

## A Message from our President

Hi Kansas math educators!

The school year is going by quickly, and we are already about halfway through the year! I hope your school year is going well. Even in the slow and difficult times of the year, it's important to remember that each of you are making a difference in your students' lives!

It's hard to believe that our KATM Conference was a little more than two months ago. It was great seeing many of you there and connecting with new educators across the state. A big thank-you to the KATM conference committee, session presenters, and hosts at Manhattan High School! We heard many positive comments from attendees about the keynote and conference sessions, and we know it takes a lot of effort and working together to make a conference a success. Next fall's KATM conference will be in Chanute, Kansas, so please plan to attend next year's conference, as well!

If you haven't joined already, please consider joining our [KATM Facebook page](#). It's a great place to collaborate with other Kansas math educators, keep up-to-date on the latest KATM news, and share and gain new ideas to use in your classroom. Please continue to share ideas on the page, as well as all the innovative things happening in your classroom! Additionally, please follow KATM on Twitter [@KATMWebmaster](#).

Please contact me if there is anything I can do to help you throughout the year. Together, we can support each other to help inspire lifelong learners in our classrooms! I hope you have a safe and rejuvenating holiday season!

Todd Flory  
KATM President  
[toddflory@katm.org](mailto:toddflory@katm.org)

December  
2018

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Dear Kansas Math Teachers,

Greetings from a new school year! I hope that these first several weeks of school have been as great for you as they have for me! I just love the start of school, and a fresh chance to start over. I've really loved some of the new things I've implemented in my classroom, and the kids are wonderful!

Last year we began having "business only" Bulletins....this contains just the basics about KATM. But we still want to give access to all of our members to great teaching articles and tips. Rather than publishing them in the Bulletin, they will be featured on our Facebook page and available to your by logging in to your KATM account.

As always, we would love to hear from our members about other what is going on for you! Or, we would love to feature articles and lesson plans from our members if you have an awesome idea you'd like to share! You can email me at [jennywilcox@katm.org](mailto:jennywilcox@katm.org) with any suggestions.

Sincerely,



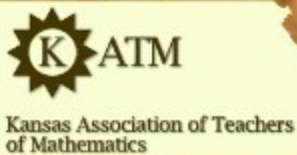
KATM Bulletin Editor



The KATM Bulletin needs submissions from K-12 teachers highlighting the mathematical practices listed above. Submissions could be any of the following:

- ◇ Lesson plans
- ◇ Classroom management tips
- ◇ Books reviews
- ◇ Classroom games
- ◇ Reviews of recently adopted resources
- ◇ Good problems for classroom use
- ◇

Email your submissions to our Bulletin editor: [jennywilcox@katm.org](mailto:jennywilcox@katm.org)



Working for ALL math teachers across Kansas.

# Get Connected with KATM and Fellow Educators On Facebook & Twitter



**@KATMWebmaster**

- Keep updated on Conference Updates.
- Keep updated on information about TWO Scholarships we give out each year!
- Keep updated about the changes to Kansas Math Standards.
- Talk with other educators about issues facing math educators.

## Join our Facebook Group and follow us on twitter!

## Call for Nominations!!!

The KATM Board is currently taking nominations to fill the following positions in the upcoming Board election. We are looking for educators that are interested in taking a leadership role in the field of Math Education throughout the State of Kansas. You can nominate yourself or someone that you know that has demonstrated a passion for advancing math in our state as well as someone that has a lot to offer in the way of supporting teachers. Please email Fred Hollingshead, Past President (hollingsheadf@usd450.net), with nominations and contact info of the nominee or fill out the online nomination form found at [katm.org](http://katm.org). Regular members in good standing are eligible for positions on the KATM Board. Nominations need to be completed by February. Elections will be held online at [www.katm.org](http://www.katm.org) in March. A notice will be sent to remind you to vote.

Positions available for the upcoming election:

### President-elect \* 4-year term

The president-elect will serve for one year before then becoming president for a year, and then past-president for two years. The president-elect will assume the duties of president when needed. As president, the elected individual will preside over all KATM events and business meetings. The president will conduct the business of KATM as directed by the Executive Board and will represent KATM at a variety of functions, meetings, and conferences. The president is responsible for the overall functioning of the organization with assistance from the officers and Board members. As the past-president taking office in even-numbered years, this position will serve as the community relations representative for 2 years. This person shall be responsible for assuring communication between the Association and legislative, executive, and administrative branches of the government of Kansas.

### Vice President – Middle School\* 2-year term

The vice president for middle school will attend all meetings and conferences and will assist the president in conducting the business of KATM. Each vice president will also encourage membership and will promote issues of special interest to their level represented in addition to serving on various committees as assigned. The person elected to this position will act as a liaison to middle school teachers.

### Vice President – College \* 2-year term

The vice president for college will attend all meetings and conferences and will assist the president in conducting the business of KATM. Each vice president will also encourage membership and will promote issues of special interest to their level represented in addition to serving on various committees as assigned. The person elected to this position will act as a liaison to college teachers.



## KLFA Update

### Kansas Learning First Alliance Explores Opportunities for PK-12 Students

The Kansas Learning First Alliance meeting convened on October 11, 2018 at KNEA headquarters in Topeka with a welcome from Laurie Curtis and introduction of attendees. Chairperson Curtis reviewed the organization's history and purpose. Eighteen organizations were represented.

Sherri Schwanz of KNEA presented, "Our Association in Acton: Creating Change Through Social Justice." The objectives of the presentation were to help attendees demonstrate openness to new ideas about social justice and social oppression; identify forms of social oppression in public education; discover that social oppression is systemic and systematic; and be able to describe how social justice principles are relevant and useful personally and in the workplace.

Idalia Shuman, KNEA, led the group through a discussion of racial justice centering on her journey as a Mexican-American from GED diplomate to young mother>school volunteer>teacher>NEA advocate. Many of her positive experiences were because someone "tapped her on the shoulder" and encouraged her to take the next step. The group agreed on the need to have conversations about how privilege and "isms" affect students. Educators, administrators, staff, community must all be involved.

Following lunch, Leah Fliter, KASB and Terry Forsyth, KNEA, gave an update on the 2018 general election. They discussed the get out the vote efforts "Get an A in Voting" and "I Vote for Public Education." Dayna Richardson, Learning Forward Kansas, conducted a "scavenger hunt" through the KLFA website to familiarize attendees with KLFA online resources. She also asked organizations to add their upcoming learning events to the KLFA home page. The website is [www.klfa.org](http://www.klfa.org).

A panel discussion/presentation featuring Brandon Hutton, Kansas Enrichment Network; Nancy Bether, Boys and Girls Clubs/EPIC Skillz/Hutchinson; Cherie Sage, Safe Kids Kansas; Cathy Musick, Kansas Foundation for Agriculture in the Classroom and Steve Willis, 5th Judicial District Community Corrections/Spartan Explorers Emporia High School after-school program for juvenile offenders featured a discussion of the resources each organization can offer to PK-12 public schools, making connections to the KSDE vision and four principles: Student Success Skills, Personalized Learning, Community Partnerships, and Real-World Applications. The panel participants also provided handouts.

For more information from our panelists, please visit:

Kansas Enrichment Network: [www.kansasenrichment.net](http://www.kansasenrichment.net)

Boys and Girls Club of Hutchinson: <https://www.bgchutch.com/>

Safe Kids Kansas: [www.safekidskansas.org](http://www.safekidskansas.org)

Kansas Foundation for Ag in the Classroom: <http://ksagclassroom.org/>

Steve Willis: [swillis@lyoncounty.org](mailto:swillis@lyoncounty.org)

## Professional Development – 365 Days a Year (and that’s a good thing!)

Will Dunn, Vice President High School

As I said recently on Twitter, “Every Day is Professional Development Day, if you want it be!”  
And I want it to be.

I know many (perhaps me included, some days) see an upcoming scheduled professional development day on the school calendar and cringe. The topic, the design, the focus...it just isn’t in alignment with where I am at in that moment. Instead of being development it feels like a distraction. What if I told you a place existed where you can choose how to professionally develop in ways meaningful to you, at a pace that suits you, and with people of like mind?

The answer, perhaps obviously, is Twitter.

Hear me out before you quit reading. Twitter, like all of social media, has its drawbacks. But it isn’t without its merits, and I’d like to share few ideas on how it can help you develop in your profession.

At its core, Twitter serves two purposes. One, you get to pithily express yourself (limited to 240 characters per individual message, called a Tweet), and two, you can curate the list of people you read and with whom you interact. Trust me – if I can live in world with such tight character limitations, so can you. But how does it help you, professionally?

Perhaps more than any other group, math teachers have made a very pronounced home for themselves on Twitter. Almost 5 million tweets a day are edu-centric. These are often identified by their hashtags- a word or phrase (no spaces) preceded by an octothorp that is searchable so you can find and isolate these tweets and stay in a narrow band of focus. Below are some of the ways Twitter can help you on any given day of the year, including hashtags to look up:

-Our own Twitter account! KATM has a Twitter account. Follow @KATMWebmaster to see what is happening with this organization.

-Education chats, or “edchats”: Organizations or people host routine chats on various topics related to education. Kansas has at least two that are worth your consideration. First, #ksedchat brings together educators from around the state (and non-Kansans) to talk generic topics relevant to educators at all levels. Recently #KSMathEd has begun, discussing topics of a general nature with occasional focus on topics specific to mathematics education. There are chats for elementary math ed, middle school, secondary...you get the picture.

-Book studies: It’s a standard book study, but with people all over the country (or world). Beginning in January, I will begin hosting a book study in cooperation with math instructor and instructional coach Ann Arden (of Ottawa, Canada) on Twitter. The book will be “Fair Isn’t Always Equal” by Rick Wormeli (this year’s released second edition), with a possible parallel reading of “Grading Smarter Not Harder” by Myron Dueck. Both authors have generously offered to participate.

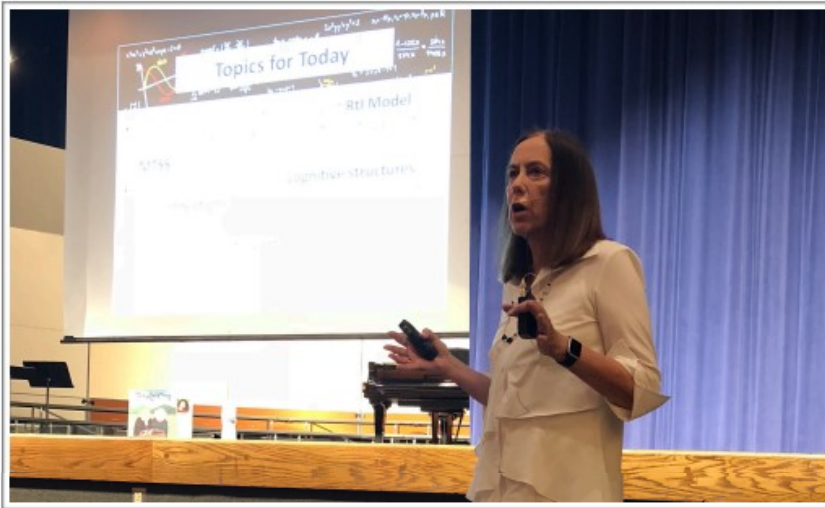
-The #mtbos: This hashtag is the amorphous aggregation of math teachers who blog and tweet and look to connect online, offering support to one another as needed. Want someone to proof a lesson? Need help figuring out the intricacies of Desmos? Need some uplifting? They do it all.

This truly is PD to look forward to.

DECEMBER 5, 2018

# KATM: Zone 3 Update

Zone 3 Rep: Stacey Bell ([staceybell@katm.org](mailto:staceybell@katm.org))



## Conference Keynote, Karen Karp

### Calls Us to Action - Stop Confusing Kids!

Karen Karp, co-author of the Rules that Expire series, went through many examples of how many of the rules we teach in the classroom expire which lead to confusion for kids. For example, telling kids that addition always makes a number larger is a rule that breaks from the beginning. Adding zero to a number does not make it bigger. Adding a negative number does not make it bigger. We learned that it is important to know where kids are

1

#### ACRONYMS

When "S" means 5 different things, it is no longer helpful.

2

#### PEMDAS

For literal students, this structure is a barrier to understanding the relationships.

3

#### FOIL

This tip doesn't work when students distribute into trinomials.



#### Stacey Bell

Serves as the Zone 3 Rep for KATM Members.

#### KATM Facebook



Join us on Facebook: Kansas Association of Teachers of Mathematics

#### KATM Twitter



Follow us on Twitter: KATM @KATMWebmaster

## ZONE 3

DECEMBER 5, 2018

heading in order to understand what impact tips and tricks that we teach has on future learning. Most importantly, many of this tips and tricks that expire just create confusion for our struggling students. They are already at a deficit and hang on to what ever help we can give them. If the help we give them only works for some of their mathematics learning, we are setting them up to fail.



Karen asked us at the conference to read through her three articles that are posted at [katm.org](http://katm.org) to get a better understanding of what we should avoid when teaching mathematics to our students. These are great articles to take back to your buildings and have discussions in your grade level or math department meetings. There is an article for Elementary, Middle and High School teachers. We encourage you to read all three so you can obtain a better understanding of the progressions of mathematics.

After having a discussion about these rules and when and how they expire, she called us to take some action. She suggested that we make some “Whole School Agreements.” The whole system needs to be on the same page in order to stop the cycle of confusion. If one teacher holds true to the agreement to stop teaching the tips and tricks that don’t hold true for their mathematics career and the next teacher doesn’t, the system has allowed for this confusion to happen. Make some school or district agreements of what to not teach students so that all teachers are on the same page. These articles would be great reads for curriculum reviews for your district. Read the articles, discuss them with your colleagues, and then do something about it. “Stop confusing kids!”

### CHALLENGE TO YOU AS A PROFESSIONAL: VERIZON MATH FAIL

While visiting with Karen Karp, she asked me to watch the video, Verizon Math Fail. Although it was humorous, it made me understand the vital importance of students having a conceptual understanding about mathematics. I challenge you to watch this and think about how just knowing enough to pass the test just isn’t enough for our world. How can we get students to see the importance for them to understand the math surrounding them and the need to be able to explain how the math works even if they are just sitting in a call center! <https://www.youtube.com/watch?v=zN9LZ3ojnxY> or Google “Verizon Math Fail”.

They're, they're both  
the same if you look  
at them on paper  
wise.



## Call for Nominations for KATM

President-elect, Vice Pres. of College  
and Vice Pres. of Middle School

Are you or someone you know interested in getting involved in KATM? We are looking for educators that are interested in taking a leadership role in the field of Math Education throughout the State of Kansas. You can nominate yourself or someone that you know that has demonstrated a passion for advancing math in our state as well as someone that has a lot to offer in the way of supporting teachers.

Please fill out the online nomination form found at [katm.org](http://katm.org) under the Nominations tab. Regular members in good standing are eligible for positions on the KATM Board. Nominations need to be completed by February 1. Elections will be held online at [www.katm.org](http://www.katm.org) in March. A notice will be sent to remind you to vote. You can check your membership status by emailing [betsyweins@katm.org](mailto:betsyweins@katm.org).

Here is a description of the current positions we have available for the upcoming year. Please read through them and see if one of them might be a good fit for you!

The **President-Elect position** is a 4 year term. You start as President-Elect for one year, President your second year, and then serve as Past President for 2 years. We are also looking for **Vice President - College** and **Vice President - of Middle School**. VP's promote issues from their level and serve as liaisons for college or middle school teachers.

**“We are always looking for people to serve on our KATM Board!”**

The KATM Board meets 3 times a year and puts on an Annual State Math Conference. Your meals, travel and lodging are covered to attend the Board Meetings and the Conference. We are always looking for people to serve on our KATM Board!

Do you want to be involved but these positions don't fit you and your situation, we will have other VP level positions open next year. Stay involved and run for one of those positions next year.

Are there other opportunities to get involved? We are always looking for presenters for our Fall Conference or people to help with the logistics of putting on a conference. If you are interested in serving in this capacity, contact our current president, Toddy Flory ([toddfloory@katm.org](mailto:toddfloory@katm.org)) or President-Elect, Janet Stramel ([janetstramel@katm.org](mailto:janetstramel@katm.org)) to find out how you can get involved!



# KSDE Update

## Upcoming Events

### 2018-2019 KSDE Math Regional Training events.

Space is limited at each event so I would strongly encourage you to register as soon as possible to avoid missing out on this great opportunity to grow as a math educator!

#### Topics to be covered:

The content, activities, and resources shared during both the Regional Math Professional Learning Days will be **different** from that which was shared during the 2017-2018 school year.

- **General Session for All Attendees:**
- Growth Mindset and the Learning Cycle
- **Elementary**—Incorporating Quality Tasks and Meaningful Discourse in Math Instruction - Join this session to experience high quality tasks that promote reasoning through meaningful math discourse. We will investigate addition and subtraction contextual tasks in the K-2 grade band and multiplication and division whole number and fraction contextual tasks in the 3-5 grade band. You will leave with ideas, tools and a supportive learning community.
- **MS/HS**—Implementing Rich Math Tasks and Meaningful Discourse in Math Instruction - Rich math tasks and mathematical discourse are powerful tools for engaging students in meaningful mathematics. In this session we will devote time to the teacher practices of "Implement tasks that promote reasoning and problem solving" and "facilitate meaningful mathematical discourse". We will investigate tasks that promote seeing structure in expressions and equations. You will leave with resources and strategies to help plan and implement math tasks in a supportive learning community.
- **Administration: Tentative Topics**—Instructional Curriculum/Resource Adoption Process; Encouraging a Growth Mindset through Effective Grading Practices; Look Fors in Discourse and Tasks And ways to support them as an administrator

[Click here for more information!](#)

Dates and Locations have been set for the trainings:

#### February 13, 2019 in Bonner Springs-

- Administrator
- Elementary – **Limited Space Still Available**
- Middle/High – **Closed Session is Full**

#### February 18, 2019 in Manhattan-

- Administrator
- Elementary – **Limited Space Still Available**
- Middle High – **REOPENED due to more space!**

The content of the 2018-2019 Regional Math Professional Learning Days will build off of our 2017-2018 Regional Math Trainings. While the math focus may be similar, the lens by which we will be exploring the content will be **very** different. During the 2017-2018 training year we focused on the math teaching practice of Building Procedural Fluency Through Conceptual Understanding in various math areas. However, for the 2018-2019 training year we will be focusing on the math teaching practices of **Facilitation of Meaningful Mathematical Discourse and Implementation of Rich Mathematical Tasks** that can help develop a student's reasoning and problem solving abilities.

**Math Resources to Implement the 2017 Math Standards:****Grade Level Focus Documents**

The **Grade Level FOCUS** documents have been posted for the field. These documents are aligned with the 2017 Math Standards and should be used in your instructional planning of mathematics.

Both the Grade Level Focus and GLF Worksheet documents can be found at: <http://community.ksde.org/Default.aspx?tabid=6340>.

**Critical Areas for Coherence Documents**

The **Critical Areas for COHERENCE** documents for grade K – 8 have been posted for the field. These documents are aligned with the 2017 Math Standards and should be used in your instructional planning of mathematics.

The Critical Areas for COHERENCE documents can be found at: <http://community.ksde.org/Default.aspx?tabid=6341>.

**2018 Kansas Mathematics Flip Books**

The development of the “flip books” is in response to the adoption of the Kansas Mathematics Standards in 2017. Teachers need a reliable starting place that contains information and examples related to the Kansas standards. This project attempts to pull together, in one document some of the most valuable resources that help develop the intent, understanding and implementation of the Kansas Mathematics Standards. These documents provide a starting point for teachers and administrators to begin discussions and exploration into the standards and is by no means meant to be the only resource to support implementation of the 2017 Kansas Mathematics Standards.

The “flip books” are based on a model that Kansas had for earlier standards; however, this edition is targeted specifically to the Kansas Mathematics Standards that were adopted in the summer of 2017. These flip books incorporate the resources from other state departments of education, the mathematics learning progressions, and other reliable sources including The National Council of Teachers of Mathematics and the National Supervisors of Mathematics. In addition, mathematics educators across the country have suggested changes/additions that could or should be made to further enhance its effectiveness. The document will continue to undergo changes periodically. When significant changes/additions are implemented the necessary modifications will be posted and dated.

The 2018 Kansas Mathematics Flip Books can be found at: <https://community.ksde.org/Default.aspx?tabid=5646>

**High School Appendix A**

The 2017 Kansas Mathematics Standards are organized by grade level in Grades K–8. At the high school level, the standards are organized by conceptual category (number and quantity, algebra, functions, geometry, modeling and probability and statistics), showing the body of knowledge students should learn in each category to be a successful high school graduate in Kansas, and to be prepared to study more advanced mathematics. As schools consider how to implement the high school standards, an important consideration is how the standards might be organized into courses that provide a strong foundation for post-secondary success. To address this need, the Kansas Department of Education in partnership with members of the 2017 Mathematics Standards Committee have developed a Traditional Course Pathway in Mathematics based on the 2017 Kansas Mathematics Standards.

In considering this document, there are four things important to note:

In considering this document, there are four things important to note:

1. The courses are models, not mandates. They illustrate possible approaches to organizing the content of the 2017 Kansas Mathematics Standards into coherent and rigorous courses that lead to post-secondary success. Districts and schools are not expected to adopt these courses as is; rather, they are encouraged to use this document as a starting point for developing their own.
2. All standards are found in the traditional pathway. The (+) standards are included to increase coherence but are not necessarily expected to be addressed on high stakes assessments. They should be limited to honors versions of the class or as extensions for those students who are ready for the content.
3. The course descriptions delineate the mathematics standards to be covered in a course; they are not prescriptions for curriculum or pedagogy. Additional work will be needed to create coherent instructional programs that help students achieve these standards.
4. While courses are given names for organizational purposes, districts and schools are encouraged to carefully consider the content in each course and use names that they feel are most appropriate.

The High School Appendix A can be found at: <https://community.ksde.org/Default.aspx?tabid=6433>

### **Kansas Instructional Curriculum/Resource Adoption Process Document**

The Kansas State Department of Education in conjunction with many PreK – 16 math leaders across the state recently completed work around the area of curriculum/resource adoption.

Why is there a Curriculum/Resource Adoption Process?

Kansas teachers and administrators need to feel confident that they are choosing mathematics resources that will positively impact their students' achievement.

Curriculum and other instructional resources play a significant role in the mathematics that is taught and learned. Educators will remember from education courses the various types of curricula explained by research. The types described by Glatthorn, Boschee, Whitehead, & Boschee (2012) are the recommended curriculum, written curriculum, supported curriculum, taught curriculum, tested curriculum, and learned curriculum. When researching and analyzing curriculum keep in mind the outcomes expected for your school or district and how the different types impact what students actually learn.

It is difficult to separate curriculum from the instructional practices employed by teachers when analyzing effectiveness. A quality curriculum should be provided to educators but quality professional development that is continuous and focused must also be provided (National Research Council, 2001). Educators should be aware of the interplay between the curriculum adopted and the instruction provided.

Once a curriculum is provided to educators, a purposeful and thoughtful plan must be utilized when implementing the units and the individual lessons. This does not mean that the curriculum is adhered to without thought toward the needs of the students that are in the classrooms. Educators need to understand those educational needs and make informed modification and adaptations within the curriculum as necessary, without losing sight of the end goal in mathematics. Maintaining rigor is essential!

As a group of committed mathematics educators we believe that all students can learn mathematics at high levels and that all students deserve a robust, rigorous, and appropriate education. Mathematics education is constantly evolving, and as a result, mathematics resources continually evolve. We recognize that mathematics resources are an investment for your school and our children, so we are providing this document as a guide for your resource adoption process. We hope this document will assist in focusing on important mathematics for students now and in the future.

The Kansas Instructional Curriculum/Resource Adoption Document as well as other adoption resources can be found at: <https://community.ksde.org/Default.aspx?tabid=6033>.

### Summative Assessment Update

Below you will find a brief update on the math summative assessment as well as the interim system. More information and links to specific documents can be found by clicking [here](#).

#### Test Design

- 2-stage adaptive will be a **fixed** form with 2 sessions—Items not aligned to the 2017 Kansas Mathematics Standards were removed
  - Session 1: 30 items: 25 operational and 5 field test items
  - Session 2: 30 operational items

#### Calculator Section (grades 6 – 8, 10):

- Section 1 of both sessions is changing to calculator inactive
- Section 2 of both sessions is changing to calculator active
  
- Session 1: Section 1: Calculator Inactive, Soft Break, Section 2: Calculator Active
- Session 2: Section 1: Calculator Inactive, Soft Break, Section 2: Calculator Active

#### NEW Resource Sheet

- Grades 4 – 8 and 10 will have a grade-specific resource sheet with formulas and conversions
- Teachers can print and use now with students to gain familiarity
- Students can use either the printed version or tool in Kite during the summative assessment
- Available on summative assessment in Kite Student Portal for Session 1 only in 2019
- Available on summative assessment in Kite Student Portal for entire assessment starting in 2020
- Documents can be found at: <https://ksassessments.org/math>.

#### Kite Technology Practice

- Items not aligned to the 2017 Kansas Mathematics Standards were removed
- Usernames and passwords have been updated
- A new Educator's Guide is available
- January 2019
- TI-30XS scientific calculator will be added to grades 6-8 test
- TI-84 Plus graphing calculator will be added to grade 10 test
- Grade-specific resource sheets will be added

#### Interim – Mini-tests

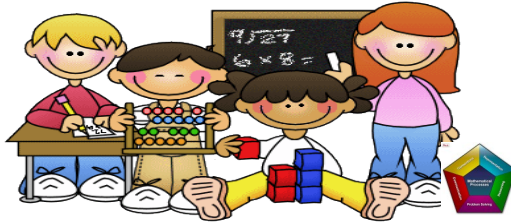
- Items not aligned to the 2017 Kansas Mathematics Standards were removed
- Mini-test names reflect cluster alignment
- Updated mini-tests are now available

#### Interim – Predictive

- Items that were not aligned to the 2017 Kansas Mathematics Standards were removed
- 3 testing windows:
  - Fall: October 8 – October 19; Winter: December 3 – December 14; Spring: February 4 – February 15
  - For the 2018 – 2019 school year
- 3 predictive tests for grades 3 – 7 (fall, winter, and spring)
- 2 predictive tests for grade 8 (fall and winter); No predictive tests for grade 10
- Each predictive test will have 17-25 items
- The number of items on each predictive test varies by grade and testing window
- When applicable, the calculator availability will mirror the summative (calculator inactive, soft break, calculator active)

For questions related to mathematics in Kansas please contact Melissa Fast at [mfast@ksde.org](mailto:mfast@ksde.org). Follow us on Twitter [@ksdemath](#)

## KATM Cecile Beougher Scholarship ONLY FOR ELEMENTARY TEACHERS!!



A scholarship in memory of Cecile Beougher will be awarded to a practicing Kansas elementary (K-6) teacher for professional development in mathematics, mathematics education, and/or mathematics materials needed in the classroom. This could include attendance at a local, regional, national, state, or online conference/workshop; enrollment fees for course work, and/or math related classroom materials/supplies.

The value of the scholarship upon selection is up to \$1000:

- To defray the costs of registration fees, substitute costs, tuition, books etc.,
- For reimbursement of purchase of mathematics materials/supplies for the classroom

**An itemized request for funds is required. (for clarity)**

### ***REQUIREMENTS:***

The successful candidate will meet the following criteria:

- Have a continuing contract for the next school year as a practicing Kansas elementary (K-6) teacher.
- Current member of KATM (if you are not a member, you may join by going to [www.katm.org](http://www.katm.org). The cost of a one-year membership is \$15)

### ***APPLICATION:***

To be considered for this scholarship, the applicant needs to submit the following no later than June 1 of the current year:

1. A letter from the applicant addressing the following: a reflection on how the conference, workshop, or course will help your teaching, being specific about the when and what of the session, and how you plan to promote mathematics in the future.
2. Two letters of recommendation/support (one from an administrator and one from a colleague).
3. A budget outline of how the scholarship money will be spent.

Notification of status of the scholarship will be made by July 15 of the current year. Please plan to attend the KATM annual conference to receive your scholarship. Also, please plan to participate in the conference.

### ***SUBMIT MATERIALS TO:***

Betsy Wiens  
2201 SE 53<sup>rd</sup> Street  
Topeka, Kansas 66609

*Go to [www.katm.org](http://www.katm.org) for more guidance on this scholarship*



## Capitol Federal Mathematics Teaching Enhancement Scholarship

Capitol Federal Savings and the Kansas Association of Teachers of Mathematics (KATM) have established a scholarship to be awarded to a practicing Kansas (K-12) teacher for the best mathematics teaching enhancement proposal. The scholarship is \$1000 to be awarded at the annual KATM conference. The scholarship is competitive with the winning proposal determined by the Executive Council of KATM.

### PROPOSAL GUIDELINES:

The winning proposal will be the best plan submitted involving the enhancement of mathematics teaching. Proposals may include, but are not limited to, continuing mathematics education, conference or workshop attendance, or any other improvement of mathematics teaching opportunity. The 1-2 page typed proposal should include

- A complete description of the mathematics teaching opportunity you plan to embark upon.
- An outline of how the funds will be used.

An explanation of how this opportunity will enhance your teaching of mathematics.

### REQUIREMENTS:

The successful applicant will meet the following criteria:

- Have a continuing contract for the next school year in a Kansas school.
- Teach mathematics during the current year.

Be present to accept the award at the annual KATM Conference.

### APPLICATION:

To be considered for this scholarship, the applicant needs to submit the following no later than **June 1 of the current year.**

- A 1-2 page proposal as described above.

Two letters of recommendation, one from an administrator and one from a teaching colleague.

### PLEASE SUBMIT MATERIALS TO:

Betsy Wiens, Phone: (785)  
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Are you a member of NCTM? Yes \_\_\_ No \_\_\_

Position: (Circle only one)

- Parent
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- Other

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